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university the composition teachers of today will not take up enthusiastically Mr. Hooker's idea of theme-subjects. With all subtractions made, however, the remainder is a book which is invaluable. The work is so full in its information, so ingenious and suggestive in its questions, so sound in its application of the inductive method, that it can hardly fail to assist the teacher greatly, and may well take his place for the student who must work alone. It is only necessary to make the selection which the author no doubt intends, and indeed even suggests, to prove the volume of the greatest value.

The youngest member of the family of Hitchcock composition books shows how far we have come in the teaching of the subject. It consists of 105 exercises in oral and written composition, arranged in twelve groups, with brief and simple directions before each group, and an appendix of practical precepts at the close of the volume. Some teachers may feel that since the body of information now considered valuable is so small it might well be given more completely and systematically in connection with the exercises, and so do away with any other textbook. Others may question the wisdom of putting the exercises under the titles of the various forms of prose. It is to be noted, too, that the book, somewhat after the method of the French schools, treats the work in composition frankly as exercises, in which the pupil's enthusiasm is to be inspired largely by his desire to possess a certain ability at a more or less remote period. But this method is an immense gain over the past, it has produced excellent results, and since it is based on truth it can never be entirely abandoned. As to the classification, the author urges the use of all forms of composition in each year. The simple directness of attack and the wealth of interesting material are admirable.

Even with full allowance for the different amounts of teaching experience and of personal courage among editors, selections from Browning for high-school use cannot vary very greatly. In this respect the Browning volume of the Lake English Classics is distinguished principally by the inclusion of the entire play of *Pippa Passes*. The introduction has the charm one would expect, and the life of Browning there given can hardly fail to turn the pupil toward the poems with a strong and impelling interest.

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*A History of the Teaching of Elementary Geometry.* By ALVA WALKER STAMPER. (Columbia University Contributions to Education. Teachers College Series, No. 23.) New York: Columbia University, 1909. Pp. x+163. \$1.50.

This very timely book discusses present-day problems in the teaching of elementary geometry in the light obtained from a history of the teaching of that subject.

Assuming, first, that the way in which the subject-matter of geometry has been developed by the race offers valuable suggestions as to the way it should be taught to the growing mind, and, second, that the present practice and past experience in the teaching of geometry in other countries has value for us,

the author comes to the following conclusions, among others, bearing on present-day problems: (1) The mathematical subjects should not be taught in isolation from one another. (2) Geometry should precede algebra. (3) Trigonometry should be begun before plane geometry is finished. (4) A closer correlation between the teaching of mathematics and science is desirable. (5) Inductive geometry should precede and to a certain extent accompany the deductive study. (6) The teaching of geometry should have an experimental character. (7) The race preceded the study of logical geometry by the practical. (8) The class hour should be a time for investigation rather than for the "hearing" of lessons. (9) The best features of the individual and of the class methods should be maintained. (10) There is historic precedent in assuming self-evident theorems and such as require a very high grade of reasoning.

A comprehensive treatment is given of the teaching of geometry from the rise of the Christian schools to the present time. For this period much of the material is obtained from Professor David Eugene Smith's collection of early printed books. The present-day teaching of geometry in thirteen European countries is also described.

The book was submitted as a thesis for the degree of Doctor of Philosophy at Columbia University. It is distinctly an effort to bring the history of education into the service of those who are today attempting to solve certain definite educational problems, and as such is a type of work which might be done with great profit for other departments of teaching.

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*Bibliotheca Romanica, Bibliothèque française, Biblioteca italiana, Biblioteca española, Biblioteca Portuguesa.* Herausgegeben von G. GRÖBER. Strassburg: Heitz & Mündel. Jeder Nummer 40 Pfennige.

The first one hundred numbers of the series having now appeared, the moment seems fitting to indicate the aims and scope of this noteworthy undertaking. The general editor, Professor Gröber, is the well-known founder of the *Zeitschrift für Romanische Philologie* and editor of the indispensable *Grundriss*. The aim is to give, in correct and readable form, the texts which form the contribution of the modern Latin nations to the *Weltliteratur*. The type and paper are good, the introductions will often repay the attention of specialists (see, for example, the excellent bibliographical essay prefixed to Balzac's *Eugénie Grandet*, or the genealogical researches made by the editor of Strozzi's *Madrigali*) while the low price of ten cents a number is certainly remarkable.

Not a few of these texts are made accessible in cheap form for the first time, as will appear from the following descriptive lists:

FRENCH: *La Chanson de Roland d'après le manuscrit d'Oxford*, ed. Gröber, with glossary; *Œuvres de Maître François Villon*, ed. Schneegans, with glossary; *Maître Pierre Pathelin*, ed. Schneegans, with glossary; *Œuvres de Pierre Corneille*, five plays; *Théâtre de Molière*, three plays; Boileau, *L'art poétique*, ed. Häffner; Racine, *Athalie*; Descartes, *Discours de la méthode*; Pascal, *Les provinciales*, ed. P. A. Becker; Beaumarchais, *Le Barbier de Séville*, ed. Gröber; prévost, *Manon Lescant*; Voltaire, *Zadig*; Restif de la Bretonne, *L'an 2000*;